

Today's topic:

- **Presentation and discussion:
AoA effects in skilled readers**

Background:

- Juhasz, Gullick, & Shesler (2011), "The effects of age-of-acquisition on ambiguity resolution..."

0. Course info and announcements

- **Group 1:** Remember to fill out the **self and peer evaluation form** by **11:59pm** on **F Oct 25**
(GDoc form; see link via Canvas “Assignments”)
- **Groups 3, 4:** Individual slides are due **Th Oct 24 (today)** by 11:59pm (Canvas Assignments)

1. Article presentation

- **Group 1 article presentation**

Juhasz, Barbara J., Margaret M. Gullick, & Leah W. Shesler.
2011. The effects of age-of-acquisition on ambiguity
resolution: Evidence from eye movements. *Journal of Eye
Movement Research*, 4(1): 4, 1–14.

[<https://doi.org/10.16910/jemr.4.1.4>]

- [UNC link](#)

2. Discussion: Juhasz et al. (2011)

- Any additional comments or questions?

2. Discussion: Juhasz et al. (2011)

- What are the measures that show a significant difference between early AoA and late AoA meanings in Experiment 1?
 - Why look at more than one measure in the experiment? Is this “data fishing”?

2. Discussion: Juhasz et al. (2011)

- Experiment 2 results

(Juhasz et al 2011: 7, emphasis added)

“The only effect that approached significance was a 9 ms advantage in gaze durations for ambiguous words with a late-acquired meaning ($t_1(54) = 1.74$, $p=.087$; $t_2(15) = 2.40$, $p<.05$). **This effect is likely spurious [...]** | **Why?**

2. Discussion: Juhasz et al. (2011)

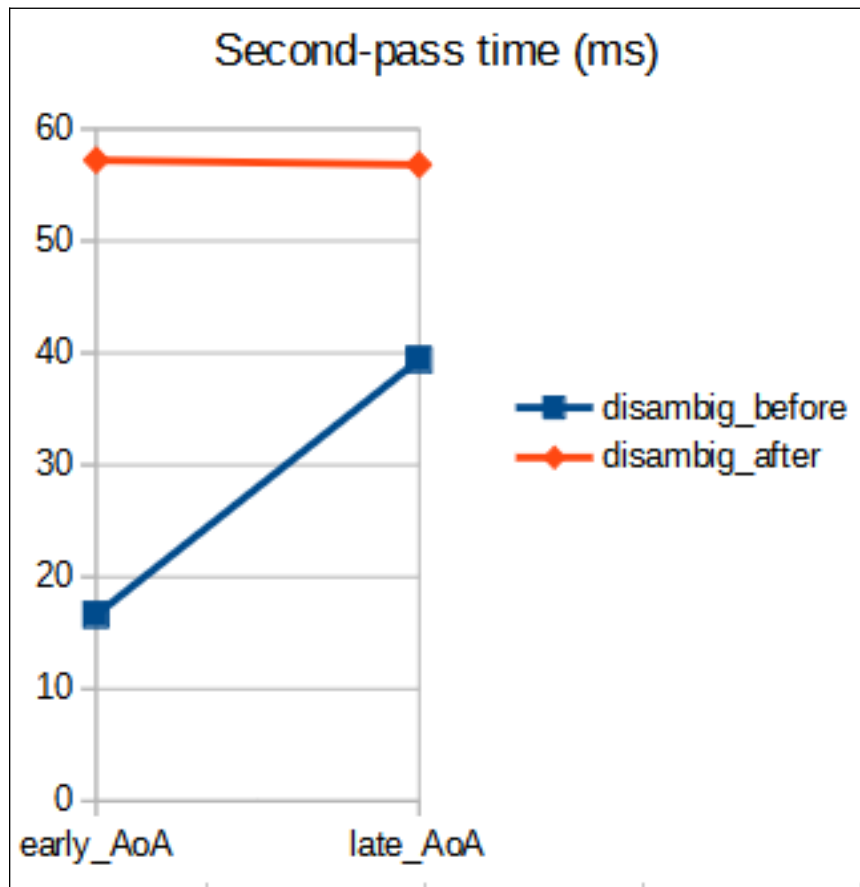
- What do the differences between Expt 1 and Expt 2 results seem to mean?
 - Corollary: What measures could have shown, but didn't show, a difference between the AoA conditions in Expt 2?

2. Discussion: Juhasz et al. (2011)

- What do the differences between Expt 1 and Expt 2 results seem to mean?
 - “The present experiments suggest [...] that effects of meaning AoA are only apparent when supportive context is provided prior to the word” (Juhasz et al. 2011: 9)

2. Discussion: Juhasz et al. (2011)

- What was the ANOVA analysis about?
What did it find?



- only ME *before/after* had $p < 0.05$

2. Discussion: Juhasz et al. (2011)

- One of the big-picture questions for this article:

What aspect of a word's representation in the mental lexicon is affected by AoA?

- The semantic representation?
 - All levels (semantic, phonological, orthographic)?
- Do the results of the experiments discussed in this article bear on this question?

2. Discussion: Juhasz et al. (2011)

- What is the relevance of these aspects of word meaning, mentioned in the General Discussion?
 - concreteness
 - imageability

3. Meta-discussion: On article presentations

- Now that we have seen a presentation...

Does anyone have any suggestions or ideas for the **presenters** or the **audience** to consider, going forward?

4. Silent reading in skilled adults

- What kinds of factors have we seen playing a role in how **adults** go about silent reading?

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- What kinds of factors have we seen playing a role in how **adults** go about silent reading?
 - **Phonology** (sound code) is part of accessing word representations, even in silent reading
 - **Semantics** (meaning) matters, even in early stages of word and sentence processing
 - Higher-**frequency** words accessed more quickly
 - Early **AoA** words accessed more quickly, under certain conditions

6. For next time

- **Group 2:** Article presentation
 - Combined slides due **Tu Oct 29, 2:30pm**
 - Self/peer feedback due **W Oct 26, 11:59pm**
- Everyone else:
 - Support your classmates by coming prepared for the discussion they will lead!
 - Do your best to **read** and **understand**:
 - Measurable RQs
 - Experiment design
 - Results and discussion